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ABSTRACT

This study identified factors leading to lower participation in study abroad experiences on the part of minority students at Michigan State University (MSU). A survey of MSU undergraduates (n=1,139) is analyzed in terms of percentage traveling abroad, world regions visited, attitudes related to travel experiences, travel experience by race/ethnicity, reasons given for decisions regarding study abroad opportunities, and participation in activities involving international issues. Enrollment data regarding attrition rates across racial/ethnic groups were also analyzed, along with a comparison of majors. Results indicated that there are differential rates of attrition among the racial/ethnic groups, partially accounting for the lower participation rate in study abroad, as students are more likely to travel abroad at the end of the sophomore and during the junior years. African Americans were also less represented among Arts and Letters majors, which yield a disproportionately large number of study abroad students. Some differences in the participation rates between minority and white students concern economic issues, fear of travel to unknown areas, fear of discrimination, and anxieties about language difficulties. Areas of further research are specified, and steps to increase minority participation in study abroad programs are suggested. Appendices present 14 tables and 2 figures displaying data from the study and a copy of the survey form. (JDD)

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Minorities and Overseas Studies Programs: Correlates of Differential Participation

By Larry A. Hembroff and Debra L. Rusz

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Minorities and Overseas Studies Programs: Correlates of Differential Participation

by

Larry A. Hembroff
and
Debra L. Rusz

November 1993

Council on International Educational Exchange
205 East 42nd Street, New York, NY 10017

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About the Authors

Larry Hembroff is the Senior Survey Methodologist with Michigan State University's Institute for Public Policy and Social Research. He has published other research evaluating MSU's efforts to "internationalize" its undergraduate curriculum. Before joining the faculty at MSU, he was a sociologist at Radford University in Virginia (1978–1987). He is also a former AFS exchange student.

Debra Rusz is a doctoral student in environmental sociology at Michigan State University. She worked as a graduate research assistant at the Institute for Public Policy and Social Research from 1990 to 1991.

Introduction

There is nearly universal agreement that study abroad[1] experiences are valuable and enriching. Participants show an expanded vision of the world and tend to become more tolerant in their approach to issues (Lambert, 1989; Carlson and Burns, 1989; Carlson and Widaman, 1988; Sell and Craig, 1983; Deutsch, 1970; Leonard, 1959). A number of studies have indicated that study abroad programs tend to reduce ethnocentrism and nationalism (Carlson and Widaman, 1988; Leonard, 1959). At the same time, nations and peoples are becoming more interconnected through economies, ecosystems, and communications media, making such perspectives vital in preparing individuals for leadership positions in many fields (Council on International Educational Exchange, 1988).

If it is not practical for all students to study abroad, then it is at least desirable for the opportunities to be distributed equally. Students from all backgrounds should have the same opportunity to accrue the benefits of this experience. However, this is not the case.

To broaden access to study abroad programs, most colleges provide some sort of financial aid to those needing assistance; yet minorities remain disproportionately less likely to go. Thus, an economics argument does not seem to wholly explain the underrepresentation. Discerning the reasons for the lower participation rates among minorities may help guide efforts to more effectively equalize opportunities for study abroad and for positions of leadership beyond college. This paper reports an attempt to uncover some of the factors leading to lower participation on the part of minorities at Michigan State University, which has one of the largest study abroad programs among American colleges.

Background

Previous research indicates that those involved in study abroad are disproportionately female, upperclassmen (especially juniors), white, and enrolled in foreign languages, liberal arts, and the social sciences (Lambert, 1989). An overwhelming 70% to 80% of those going abroad to study travel to Western Europe. The program at Michigan State University closely parallels these national patterns. In 1989, 67% of the MSU study abroad students were female while only 51.1% of the MSU undergraduates were female; 90.5% of the study abroad students were white, and 6.7% were African American. In the student body as a whole, 83.7% were white and 6.7% were African American.

The academic backgrounds of students who enroll in the MSU study abroad program are also similar to the national pattern. The largest academic source of participants in the study abroad program is the College of Arts and Letters, which includes foreign language majors. For 1989[2], 23.4% of the study abroad students were from this college and most were foreign language majors; yet Arts and Letters students made up only 7.9% of the whole undergraduate population. The next biggest sources were the College of Social Science (18.3%), the College of Business (14.4%), and James Madison College (9.5%)[3] which made up 15.8%, 18.6%, and 3.2% of the student body respectively. Relatively few of the students came from Natural Science (3.7%/10.8%), Agriculture and Natural Resources (5.8%/8.5%), Communication Arts and Sciences (7.4%/10.1%), or Human Ecology (4.9%/3.9%). Virtually none of the students came from Engineering (2.9%), although the College of Engineering accounted for 10.1% of all undergraduates.

The underrepresentation of minorities, African Americans in particular, has been the source of both concern and consternation. Much of this underrepresentation may have to do with choice of major, since students from certain majors have most consistently participated in study abroad programs.

Attrition rates may also be a factor, since nationally, minorities have higher attrition rates than white students. Since students tend to become involved in study broad programs later in their academic career, higher

attrition rates mean that fewer minorities reach the point in their academic career when they would most likely become involved in a study abroad program.

Arguably, one of the factors leading to higher attrition rates for minority students is a lower level of affluence than white students. This may also be a stumbling block for minority students wishing to participate in study abroad programs. Economic factors relate to more than just the direct cost of the study abroad trip. Since many study abroad programs occur in summer, students must confront not only the direct costs of going but also the cost of rewards foregone (e.g., of not earning money during the summer that could help pay for education expenses the next academic year). Scholarships that help with the expenses of going abroad may minimize the direct costs but do not address the indirect costs. It may be equally important for the students to know of the availability of these scholarships.

It is reasonable to expect that students who have a somewhat expanded view of the world are more likely to consider going abroad. Such a world view may be a product of exposure to information about other cultures and events through the media, earlier travels abroad, or even more extensive travel within the U.S. Evidence indicates that language proficiency also plays an important role in affecting the inclination to go abroad (Lambert, 1989). Perhaps individuals who have traveled little, even within their home state, might be more fearful, less confident of travel abroad. If minorities, because of socioeconomic backgrounds, have traveled less than their white counterparts, this lack of experience may also be a factor discouraging them from participation in study abroad programs.

The support and encouragement of teachers and advisors may be important in the students' planning and decision process, too. Much attention has been given in recent years to the importance of mentors and academic role models. If the faculty is disproportionately composed of white males, the differences in backgrounds with minority students may make it more difficult to establish the mentor and role model relationships that encourage participation in study abroad programs. The situation is exacerbated if the faculty have not been abroad themselves or do not value study abroad experiences.

Methods

The research project had two components: the first was a mail survey of the MSU undergraduate population. The second was an analysis of enrollment data regarding attrition rates across racial/ethnic groups, along with a comparison of declared majors or at least colleges of major.

The Survey

The Design

The survey was a cross-sectional survey of the MSU domestic population "piggy-backed" onto another project assessing the impact of efforts to "internationalize" the learning environment on the MSU campus. The focus of the other project was the on-campus resident population of students. This project enabled the addition of data from the off-campus undergraduate population. Together the two projects produced a data set that represents a cross section of the entire domestic undergraduate student population at MSU. Both projects used an identical survey instrument.

The Instrument

Data were collected using a self-administered questionnaire mailed to the off-campus segment of the sample and hand delivered to the on-campus segment through the residence hall Resident Assistants. (See Appendix B for the complete questionnaire.) The questionnaire was a 20-page booklet divided into 10 sections. The first five sections contained scales designed to measure attitudinal factors that prior research indicated either are influenced by a study abroad experience or may predispose students to participate. These included an *Interest in International Relations Scale*, a *Global Issues Scale*, a *Cultural Relativism Scale*, an *International Relations Scale*, and an *Interest in Foreign Languages Scale*. Section five also contained a battery of questions regarding the respondent's proficiency with foreign languages.

Section six focused on the respondent's residence and travel background, including the extent of travel in Michigan, in the nation, and in

other countries. For those who had traveled outside the United States, the section contained questions about the type of program through which the travel occurred; knowledge of and interest in study abroad programs; and reasons for choosing to participate or not participate in such programs. The seventh section focused on the extent to which the respondent encounters discussions of global or international issues on campus. The respondent's frequency and intensity of contact with international news through the media was the focus of section eight. The final section contained questions about the respondent's background (i.e., major, academic class, GPA, gender, race/ethnicity, and age).

Initial drafts of the questionnaire and its scales were pretested on a sample of approximately 200 students enrolled in an introductory level sociology course. Item analyses were conducted on all items, and factor analysis and reliability analysis on each of the scales constructed or used.

The Scales

The *Interest in International Relations* section contained four items in a five-point Likert agree-disagree format. The items were a subset of those used by Barrows (1981) in the Educational Testing Service's national study of college students' international knowledge and attitudes. The pretest indicated the items as a set were unidimensional and had a reasonably good reliability (Cronbach's $\alpha = .75$). Scores could vary from one to five with five representing the most positive response, i.e., the most interest in international relations.

The *Global Issues Scale* contained six items in a four-point Likert format with the responses varying from "Very Concerned" to "Not Concerned At All." This scale was constructed specifically for this study with items representing events in various parts of the world that have potential to effect significantly American lifestyles and economic vitality. In most of the examples given, the respondent would have to have a substantial appreciation for the interconnection of national economies, eco-systems, and world markets to see how the events would affect the United States. Based on factor analysis, the pretest indicated the scale was unidimensional and the reliability was very good ($\alpha = .94$). Scores could vary from one to four with four indicating the greatest sense of interconnectedness of global events and U.S. interests.

The *Cultural Relativism Scale* was also constructed specifically for this study largely because similar scales such as *World-mindedness Scale* and the *Ethnocentrism Scale* tend to focus on nationalism, the formation of a single world government, or racism, rather than on the acceptance or rejection of

divergent cultural approaches to survival. The cultural approaches, in fact, seemed to be the most appropriate for assessing interest in international travel and study abroad programs. The scale was a series of four statements on each of five topics: religion, food patterns, sexual practices, technology, and economic systems. Respondents were directed to choose the one statement for each topic that came closest to their views. The statements on each topic were designed to represent differing points on a continuum from very ethnocentric to very culturally relativist. The four statements for each topic were presented in random order.

The factor analysis indicated that the five items represented two distinct factors, with religion and sexual practices loading on one factor and the other three topics loading on the second. The reliability analysis for the combined set of five items yielded an α of .57, quite weak. Scores ranged from one to four with the higher scores representing a more nearly cultural relativist position. The *International Relations Scale* was composed of 15 items taken from Barrows (1981). The original scale developed by Barrows had three subscales: Chauvinism, Cooperation, and World Government. The present study included items related only to the first two. Seven of the fifteen items had been part of the Chauvinism subscale and the other eight items had been part of the Cooperation subscale. Each of the 15 items was a statement to which respondents were asked to use a five-point Likert "strongly agree-strongly disagree" response option. Scores could range from one to five with higher scores representing less chauvinistic and more internationally cooperative positions.[4]

Factor analysis on the pretest data confirmed the two factor subscales. The overall reliability for the 15 item scale was good (Cronbach's $\alpha = .85$).

The *Interest in Foreign Languages Scale* was also adapted from Barrows (1981). The scale was composed of six statements with five-point Likert "strongly agree-strongly disagree" response options. The items all reflected attitudes toward the utility of studying foreign languages.

The pretest indicated the set of items was unidimensional. The reliability for the scale was very good ($\alpha = .94$). Values could range from one to five with five representing the most positive attitude toward foreign languages.

The Sample

Because the survey was designed to satisfy the needs of two different studies, the sample was stratified by residence location and race/ethnicity. African-American students and other minorities were over-sampled in both the on- and off-campus strata, although more heavily in the off-cam-

pus stratum. A sample of 1,000 domestic undergraduate students living in university residence halls was randomly selected for the on-campus stratum. Also selected were 1,000 domestic undergraduates who lived either in university apartments or off-campus. Five hundred of the off-campus students selected were African American or other minorities while the other five hundred were white students. The over-sampling, particularly of minority students, was necessary to increase the precision of behavior and attitude estimates among the minority students for purposes of comparisons to white majority students. For making generalized statements about the student body as a whole, it was necessary to rely on a weighted sample that adjusts for the over-sampling.

The Administration Plan

Two different means were used to deliver the questionnaires to sample members. For the off-campus sample, the questionnaires were mailed with a cover letter and return envelope. A reminder/thank you postcard followed one week after the initial mailing and a second questionnaire and cover letter three weeks later.

For sample members living on campus, resident assistants hand delivered the questionnaire packet at the residence hall to selected students living on their floor. Resident assistants were instructed to retrieve the completed questionnaires as soon as possible but certainly within a week.

Multivariate Analysis of Predictors of Travel Abroad

In order to assess the relative effects of various factors on individuals' travel abroad experiences, the researchers conducted a PROBIT analysis. PROBIT analysis is an appropriate technique in situations where the dependent variable—in this case, whether or not an individual participates in a study abroad program—is dichotomous and there are multiple categorical or continuous predictor variables. Similar to multiple regression, PROBIT analysis produces a coefficient for each predictor variable that represents the effects of the predictor variable on the dependent variable net of the influences of the other predictor variables. In PROBIT analysis, the coefficient represents the increase in the probability of being in a particular category of the dependent variable that is attributable to a unit change in the predictor variable. By comparing the coefficients for a variety of predictor variables, it is then possible to determine which are the more powerful influences.

The Analysis of Enrollment Data

The second component of the study design involved analysis of the enrollment data to determine if attrition rates and college of major could also explain some of the underrepresentation of minorities in study abroad programs. The Office of the Registrar provided attrition data covering the 1973 to 1989 freshmen cohorts.

The Office of the Vice President for Student Affairs provided data for analysis of differences in college of major. The data are for the 1990-91 academic year and include the 30,409 undergraduates enrolled during the spring term of that year.

Overview of the Sample and Key Variables

Questionnaires were distributed to the 2,000 individuals selected for the samples. The overall return rate was 58.2%. The return rate was appreciably better for the on-campus segment of the sample, 68.0%, compared to the off-campus segment, 48.5%.

The non-response in the on-campus segment of the sample seemed to be clustered in small areas, such as a single floor in each of several dormitories. Since the return rate was nearly 90% to 100% in the other areas, it is likely that much of this non-response was the result of failures to deliver, to instruct, to follow-up, or to return the questionnaire on the part of a few scattered Resident Assistants. The return rate for the off-campus segment might have been better except that the follow-up mailing of reminder letters and second copies of the questionnaire could only be mailed near the end of the term, allowing recipients only about one week to complete and return this questionnaire before leaving campus for the year. The return rates for on-campus minority students was 63.2% compared to 70.1% for majority group students. For the off-campus students, the differential was greater, 34.7% for minority students and 62.4% for majority students.

Because of the intentional disproportionate sampling by race/ethnicity and residence location at the university, the final sample was weighted. The weighting procedure also adjusts for some of the differential response rates (non-response) across groups. Table 1 presents a profile of the weighted sample and the MSU undergraduate population. Since the sample was weighted along the dimensions of race/ethnicity and residence, it is not surprising at all that the sample matches the population very closely with respect to race/ethnicity. The weighted sample does appear to be modestly overrepresentative of females and freshmen. Seniors are somewhat underrepresented, perhaps the result of the survey being administered in the closing days before commencement.

Among the respondents, 90.2% claimed to have visited a country other than the United States. Of these, only 4.7% indicated they had visited an-

Table 1: Profile of the Weighted Sample

Background	Population%	Sample%	N
Gender			
Male	47.6	42.4	1,139
Female	52.4	57.6	
Academic Class			
Freshman	19.4	24.4	1,138
Sophomore	22.5	23.6	
Junior	27.3	27.0	
Senior	30.8	24.9	
Race/Ethnicity			
White	87.8	87.3	1,124
African American	7.5	8.1	
Hispanic	1.6	1.6	
Native American	0.5	0.5	
Asian/Pacific Islander	2.4	2.5	
Other	0.2		

other country through a college study abroad program (see Table 2). Table 2 indicates that, by far, the most common means was through personal arrangements and second by group travel. Given the proximity of Michigan to Canada, one might assume that much of this travel has been to Ontario. In fact, 85.8% of those who indicated that they had visited a country outside the U.S. indicated they had visited other countries of North

Table 2: Percentrage Traveling Abroad by Various Types of Arrangements

Program or Arrangement	Percentage	N
College Study Abroad	4.7	1,016
High School Exchange Program	5.9	1,016
Group Travel	28.6	1,015
Personal Travel	78.1	1,016
Parents' Work	7.1	1,016
Other	5.1	1,011

America. Table 3 shows the percentages of respondents that indicated they had visited each of the various regions of the world. The table clearly indicates that most of those who have traveled in countries outside the U.S. have done so in North America. The two other regions most commonly visited by students were Europe (30.1%) and Central America and the Caribbean Islands (22.4%). Very few students had visited countries in Africa, Asia, South America, Australia, or South Pacific Islands. Excluding travel to Canada and Mexico, only 44.3% of the respondents had traveled abroad. Of those who had traveled outside of North America, 73.4% had visited only one other region of the world and another 20.6% had visited only two other regions.

Table 3: Percentage of Those Traveling Abroad Who Visited Each World Region

Region	Percentage	N
Africa	2.0	1,018
Asia	4.5	1,018
Australia & South Pacific Islands	2.6	1,018
Europe	30.1	1,018
North America	85.8	1,018
South America	4.5	1,018
Central America & Caribbean Islands	22.4	1,018
Other	.3	1,018

Does travel or study abroad make a difference in students' attitudes? Or, conversely, are there differences in the attitudes of those who travel or study abroad compared to those who do not? Five attitude scales were included in the questionnaire to measure attitudes presumably related to the travel or study abroad experience. Scores on each of the scales would be higher for those respondents who have attitudes more favorably disposed to other cultures, languages, peoples, or study abroad. For purposes of establishing their construct validity, each scale should be positively correlated with each other. This was in fact the case.[5]

Table 4 presents the comparisons of scale means between respondents who have traveled abroad and those who have not. (For each scale, break-

Table 4: Comparison of Means for Various Attitude Scales by Travel Abroad Experience

	Interest in I.R.	Global Issues	Cultural Relativism	Int'l Relations	Foreign Languages
Traveled Abroad					
Yes	3.91	2.89	3.46	3.63	4.28
No	3.65	2.78	3.38	3.46	4.09
F =	*13.88***	*5.20**	*3.21*	*7.63***	*8.50***
Traveled Abroad Outside North America					
Yes	4.02	2.94	3.50	3.68	4.38
No	3.77	2.83	3.42	3.56	4.17
F =	*37.81***	*12.89***	*9.26***	*10.88***	*28.31***
Traveled via Study Abroad Program					
Yes	4.37	3.16	3.64	3.91	4.65
No	3.89	2.88	3.46	3.62	4.27
F =	*21.93***	*14.21***	*7.73***	*10.74***	*16.61***
Traveled via High School Student Exchange					
Yes	4.20	3.05	3.60	3.78	4.52
No	3.89	2.89	3.46	3.62	4.27
F =	*10.85***	*6.04**	*5.77**	*3.82*	*8.45***
Traveled via Group Travel					
Yes	3.90	2.92	3.44	3.63	4.27
No	3.91	2.89	3.47	3.63	4.29
F =	*.03*	*1.03*	*1.12*	*.004*	*.24*
Traveled via Personal Travel					
Yes	3.92	2.91	3.46	3.64	4.30
No	3.87	2.85	3.47	3.61	4.23
F =	*.68*	*2.19*	*.01*	*.30*	*2.14*
Travel via Parent's Work					
Yes	4.23	3.06	3.53	3.80	4.43
No	3.88	2.88	3.46	3.62	4.28
F =	*16.33***	*8.58***	*1.73*	*5.91**	*3.78*

downs among categories of other demographic and background variables appear in Appendix A of this report).[6] Table 4 indicates those who traveled

outside the United States tended to have greater interest in international relations, greater understanding of the potential impact of global events on U.S. economic vitality and way of life, more positive attitudes regarding international relations (i.e. less nationalistic, more cooperative), and more favorable attitudes toward studying foreign languages. These differences were all statistically significant.

Arguably, one might expect that if travel outside the U.S. for many respondents meant only traveling to Ontario, Canada—a cultural context not dramatically different from Michigan—that the effect of this travel would be barely noticeable. For this reason the study examined differences in attitudes between those who have traveled outside of North America and those who have not. These comparisons are also presented in Table 4. The table indicates that in each case, the values of the test statistic, F, are substantially greater and statistically less likely to be due to sampling error. In fact, those who traveled outside of North America also tended to be less ethnocentric, more nearly cultural relativists, than were those who had not traveled abroad.

There are, however, a variety of ways through which individuals can travel abroad. Those who travel as the stereotypical tourist are more likely to see only live versions of the photographs from travel brochures. There is little in the experience to challenge their preconceptions and deepen their understanding of another people. On the other hand, those living for a time within the culture, becoming acquainted with local residents, dealing with the problematic aspects of daily life, are more apt to find their own perspectives transformed. The comparisons in Table 4 seem to bear this out.

Those who traveled abroad as a part of a study abroad program, a high school student exchange program, or as a result of their parents' employment were consistently more interested in international relations, more understanding of the potential impact of global events on U.S. interests, less ethnocentric, more positive toward international cooperation, and more favorable toward foreign language study than others. It also appears, according to the findings in the table, that the study abroad experience had the greatest impact on attitudes of the three types of travel arrangements. In contrast, there were no significant differences in the attitudes of individuals who had traveled abroad via group or personal travel arrangements compared to those who had not traveled abroad.

Across the five attitudes scales, females and individuals who had attended international programs on campus had significantly higher scores than males and individuals who had not attended such programs. It was also the case that scale scores tended to increase with academic class level, the more often international issues are discussed in the classroom, the more

often such issues are discussed *outside* the classroom, and the more the outside the class experiences increased their awareness of international issues. Although it is not clear whether the differences in attitudes cause the differences in experiences or vice versa, it at least seems plausible that a more "internationally-oriented" campus environment may contribute to a broadening of students' perspective.

There are few, if any, consistent differences on the scales across frequencies of reading newspapers or watching television. There are also few consistent differences in scale scores among respondents of different racial/ethnic groups. This latter finding suggests that attitude differences are unlikely to be the primary force producing the underrepresentation of minorities in study abroad programs.

Minorities and Travel/Study Abroad

The discussion to this point has highlighted patterns in the overall sample. However, the central concern of this study is minority underrepresentation in the study abroad programs. The *Background* section of this report noted that white students make up 90.5% of those in the study abroad program but represent only 83.7% of the general student body. Conversely, African-American students comprise 6.7% of the student body but only 4.8% of the students in the study abroad program. This underrepresentation of African Americans in travel abroad is not confined only to study abroad programs. African Americans are systematically less likely to have traveled than white students.

Table 5 presents a comparison of travel-related experiences for white, African American, and other minority students. The table indicates that African-American students were significantly less likely to have visited a country outside the U.S. than white students or other students. Although significant, the difference is only 14 percentage points. However, if travel to other countries of North America is eliminated, the difference is more striking. The absolute percentage difference is only slightly greater (18%), but the percentage of white students who have traveled abroad is nearly one and two-thirds times that for African Americans. Similarly, African-American students were significantly less likely than either white or other minority students to have friends who have visited a country outside the U.S. The table indicates furthermore, that African-American students were less likely than white and other minorities to have traveled in the state or in the nation. Thus, it would appear that perhaps the same factors leading African-American students to be underrepresented in study abroad programs may be the same as those leading them to be less well traveled generally.

Multivariate Analysis of Factors Related to Types of Travel Abroad

The PROBIT analysis examines predictors of three different dependent variables: whether or not an individual has *participated in a study abroad*

Table 5: Travel Experience by Race/Ethnicity[7]

	Percentage in each Category			
Travel Experience	**White**	**African American**	**Other**	X^2
Have you ever visited a foreign country?				
Yes	91.9	77.8	95.7	39.56**
No	8.1	22.2	4.3	
(N)	(764)	(185)	(162)	(1,111)
Have you ever visited a foreign country (excluding countries of North America)?				
Yes	45.3	29.4	65.9	24.68**
No	54.7	70.6	34.1	
(N)	(770)	(187)	(167)	(1,124)
Have your friends ever visited a foreign country?				
Yes	98.8	85.9	96.3	69.74**
No	1.2	14.1	3.7	
(N)	(762)	(184)	(162)	(1,108)
Amount of travel experience				
Little to None	28.6	79.1	52.1	176.52**
Extensively in Michigan	22.3	4.8	13.8	
Extensively in the U.S. and Michigan	24.7	9.1	11.4	
Internationally and extensively in the U.S. and Michigan	24.4	7.0	22.8	
(N)	(770)	(187)	(167)	(1,124)

program, whether or not an individual has *traveled outside North America*, and whether or not an individual has *traveled outside the United States*. The potential predictor variables include each of the attitude scales, gender, race/ethnicity, age, GPA, academic class, frequency of reading newspapers, frequency of watching national/international news on television, frequency of discussing international issues in class, frequency of discussing international issues outside of class, frequency of watching local news on television, frequency of contact with international students, extent of relationship with international students, being a major in the College of

Arts and Sciences or Social Science, and number of extracurricular international programs attended in the past year.

The first analysis considers predictors of *participation in a study abroad program*. The analysis was conducted in a series of steps, adding variables to and removing variables from the model until the probability of traveling or not traveling was explained as completely as possible. Gender was coded "one" if male and "zero" otherwise. Race/ethnicity was coded as a pair of dummy variables for African American and Other Minority, with White as the left-out comparison group. Class was also a series of dummy variables with Freshman the excluded comparison group. Preliminary analysis indicated that, net of the influences of the other variables, frequency of discussions outside of class, frequency of discussions inside class, or frequency of watching news on television had no independent direct effect on the probability of participating in a study abroad program.

In the final model predicting the probability of *participating in a study abroad program*, the variables that significantly affected the probability were *being a junior or senior* (as compared to being a freshman), *being female*, not *being African American*, not *having traveled much domestically in the past*, and *having a somewhat lower GPA*. The results are presented in Table 6. Thus, the most powerful predictors of participation in study abroad programs were gender, academic class level, race, GPA, and a lack of prior travel in the U.S.

Most of the relationships between race/ethnicity and class with participation in study abroad programs were greatly reduced or eliminated when attitudes or college of major were controlled. Controlling for being in Arts and Letters or Social Science eliminated the relationships of the attitude scales to study abroad participation, indicating that respondents with more positive international attitudes and understanding tend to choose majors in those two colleges. The attitude scales were also correlated with GPA.

The *second analysis* considers predictors of *travel outside North America*. The results, however, were quite different. The middle column of Table 6 shows that, net of the effects of other variables in the model, there was no significant race/ethnicity effect. That is, other things being equal, African Americans and other minorities were equally likely to travel outside North America. However, the table shows that the extent of prior travel in the U.S. was positively related to the probability of traveling outside North America, as was GPA. That is, among African American and white students who have similar GPAs and *who have traveled to a similar extent in the U.S.* there are no differences in their likelihood of traveling outside North America. African-American students are simply less likely to have traveled in the U.S. than white students.

Table 6: PROBIT Coefficients of Predictor Variables on the Probability of Participating in Study Abroad Program, Travel Outside North America, and Travel Outside the U.S.[8]

Predictor Variable	In Study Abroad Program	Outside North America	Outside U.S.
Travel in U.S.	-.105**	.004*	-.022
Academic Class (Freshman)			
Sophomore	-.395	-.001	.284
Junior	.508*	.136	.361
Senior	1.122**	.010	.196
College of Arts & Letters or Social Science	.072	.005	.104
Race/Ethnicity (White)			
African American	-.891**	-.012	-.430**
Other Minority	-.293	.166*	.283
Gender (Female)			
Male	-.420**	-.235**	.135
GPA - .001**	.0001	.004**	
Cultural Relativism	NA	-.122*	NA
Number of Observations	1,122	1,124	1,121
Percent Correctly Predicted	96.3%	56.8%	89.5

* p(t) < .05
** p(t) < .01

African Americans tend to have lower GPAs than do white and other minority students (see Table 11 in Appendix A), so controlling for GPA reduced some of the difference between racial/ethnic groups. The amount of prior travel experience may be a rough indicator of economic affluence. Since African Americans tended to travel less within the U.S., controlling for prior travel may have had the effect of controlling for the socioeconomic differences that accounted for their travel abroad differences. Interestingly, controlling for other factors, those who were more ethnocentric (i.e., low scores on Cultural Relativism) were more likely to travel abroad. However, since the bulk of travel abroad was conducted through group or personal travel arrangements, this would seem to be consistent. Academic class level

had no effect on the probability of traveling outside North America net of these other factors.

We also conducted a similar analysis for *travel outside the United States*. These results are also presented in Table 6. Most of the travel in this case that was not included in travel outside North America involves travel to Canada, probably to southwestern Ontario. Such travel would be very easy, requiring little in the way of advance planning or expense; therefore, socioeconomic differences should be less problematic. In fact, Table 6 shows that African Americans were still significantly less likely to have done so, while individuals with higher GPAs were more likely to have traveled outside the U.S. The gender difference in the probability of traveling outside the United States was no longer significant, but for males changed slightly from lesser to greater probability of traveling outside the U.S. Sophomores and juniors were more likely to have traveled outside the U.S. than were freshmen.

Reasons Given for Decisions Regarding Study Abroad Opportunities

Being an African American is one of the predictors of whether or not an individual will have participated in a study abroad program or will have traveled outside North America. Aside from the attitudes and experiences implied as predictors in the multivariate analysis, what else differentiates white from African American and other minority students that might explain their underrepresentation? One possibility would be that African American and other minorities are less acquainted with such opportunities or that they are unaware of the financial assistance available to help defray expenses. All those respondents who had *not* participated in a study abroad program were asked questions regarding these possibilities. Table 7 presents the results broken down by race/ethnicity.

Table 7 indicates that African American students were slightly less likely (although significantly at the .05 level) to know about study abroad programs. They were, however, equally likely to know that financial aid was available to help cover the costs of the study abroad experience, but were significantly less likely than white students or other minorities to have considered participating in a study abroad program.

Respondents who had considered participating in the program but *had not* done so, were asked to indicate which factors were important in their decision. The results are presented in Table 8. The table indicates that African-American respondents were significantly more likely than either white students or other minorities to have indicated they decided not to

Table 7: Study Abroad Programs by Race/Ethnicity

	Percentage in Each Category			
Study Abroad Programs	**White**	**African American**	**Other**	X^2
Did you know about college study abroad programs?				
Yes	98.6	95.6	97.4	6.88 *
No	1.4	4.4	2.6	
(N)	(732)	(182)	(155)	(1,069)
Were you aware that financial aid is available for the study abroad programs?				
Yes	66.3	65.4	74.8	4.67
No	33.7	34.6	25.2	
(N)	(732)	(182)	(155)	(1,069)
Have you ever considered participating in the study abroad program?				
Yes	72.8	61.9	75.5	10.01 **
No	27.2	38.1	24.4	
(N)	(732)	(181)	(155)	(1,068)

* - $p < .05$
** - $p < .01$

participate because they could not afford to go, were concerned about language differences, were concerned about the cultural differences, perceived they lacked support for participation from advisors, and were fearful of discrimination. Other minorities were more likely than either white or African-American respondents to have decided not to participate because they needed to work during the summer and perceived they lacked family support.

As a kind of cross-validation, respondents who *had* participated in a study abroad program were asked to indicate which factors were important in their decision to go abroad. The results are presented in Table 9. It must be pointed out that the numbers of African Americans and other minorities are extremely small, and readers should be cautioned about making too much of the differences in the percent distributions. It is probably more important to note the similarity between the factors important to not participating and those important in participating.

Table 8: Factors Important in Decision *Not* to Study Abroad by Race Ethnicity

	Percentage Who Said Yes			
Factors important in decision [1]	**White**	**African American**	**Other**	X^2
Couldn't afford to go	69.2	81.3	63.2	9.47 **
Needed to work during summer	66.4	62.5	53.8	6.61 *
Concerned about language differences	17.1	29.5	17.1	9.51 **
Concerned about cultural differences	5.5	10.7	2.6	7.33 *
Lack of support from friends	4.1	8.0	5.1	3.06
Lack of support from family	15.6	16.1	29.1	12.15 **
Lack of support from advisors	13.2	24.1	16.2	8.69 *
Program offered undesirable locations	7.3	8.9	10.3	1.26
Did not offer topics of interest	19.2	25.0	23.9	2.75
Lack of fit in academic program	29.9	26.8	33.3	1.17
Fear of unknown	11.1	17.0	9.4	3.80
Fear of discrimination	2.3	14.3	3.4	33.5 **
Didn't know anyone going	23.7	33.9	25.6	5.11
Still considering study abroad	44.4	38.4	44.4	1.39
N	532	112	117	761

* - $p < .05$
** - $p < .01$
[1] Respondents were asked to check all that apply.

Table 9 indicates that being financially able to go was more important for white respondents than for African American or other minorities, suggesting that the latter were less likely to be financially able. Similarly, African American and other minority respondents were much more likely to claim the availability of financial aid was important in their decision.

Table 9: Factors Important in Decision to Study Abroad by Race/Ethnicity

	Percentage Who Said Yes			
Factors Important in Decision	**White**	**African American**	**Other**	X^2
Financially able to go	83.9	66.7	71.4	0.96 [a]
Able to get financial aid	29.0	66.7	71.4	5.35
No language problems	29.0	33.3	57.1	2.01
No cultural problems	48.4	66.7	57.1	0.48
Support from friends	45.2	66.7	28.6	1.32
Support from family	77.4	33.3	57.1	3.32
Support from advisors	25.8	33.3	57.1	2.59
Program offered desirable location	71.0	66.7	57.1	0.51
Topics of course	67.7	33.3	71.4	1.56
Sense of adventure	80.6	66.7	71.4	0.53
N	31	3	7	41

[a] Due to the small numbers of students who studied abroad, none of the differences are statistically significant for these questions.

Additionally, a perceived lack of cultural problems was more important for the African-American students than for white or other minorities in the decision to go. African Americans were somewhat less likely to claim that the support of family and advisors or the course topics were important in their decisions.

Summary

The overall impression is that socioeconomic factors play a role in the underrepresentation of African Americans. It also appears that anxieties about travel in other cultures and language difficulties are stumbling blocks for African Americans. To some extent, these may be products of the relatively lower incidence of prior travel experience on their part. For the most part, this seems not to be the result of negative attitudes about international issues and people. In fact, African Americans tended to be

less ethnocentric and more supportive of international cooperation than were white respondents. Perhaps this is the result of African Americans' living to considerable degree in a subculture surrounded by a dominant culture with which they must cope on a daily basis. Rather, the lack of travel experience probably reflects the constraints of a lower socioeconomic status.

Results: Enrollment Data

Attrition Rates

Much of the prior research on study abroad programs has indicated that typically, individuals study abroad later in their college career—the traditional "junior year abroad."[9] But, there is a nationally recognized problem of greater attrition rates among minorities. This disparity may explain part of the differential participation. To determine the extent to which the attrition rates do differ, data on cohorts were supplied by the Office of the Registrar in the form of two tables: one containing the proportion of each freshman cohort of African American students that are still enrolled as students on successive years after initial matriculation, and the second contains the same information but for all MSU students. All cohorts from 1973 through 1989 are represented in the data.

The tables indicated that despite relatively minor fluctuations, the overall proportion of African American students who are still enrolled one, two, or three years after initial enrollment has remained largely unchanged over the 16-year period. After one year, an average of 82.78% are still enrolled; after two years, an average of 69.93%; and after three years, an average of 63.62%. In contrast, for all students, the attrition rates are not only lower but also have decreased over time. For all students, an average of 88.12% are still enrolled after one year; 79.82% after two years, and 75.13% after three years. Thus, the differential rates of attrition could well be contributing to the underrepresentation of minorities, African Americans in particular, in study abroad programs. It is reasonable to assume that financial ability to continue, as well as academic performance and interest, contribute to the decision whether to leave college or not—some of the same factors we have seen that are associated with participation in study abroad programs.

Differential Choices of Majors

Another "enrollment" issue that previous research and the survey results suggest may help explain underrepresentation is choice of major. Prior

Table 10: Percentage Distribution of College Major by Race/Ethnicity

	White	African American	Other
Agriculture & Natural Resources	8.6%	9.1%	6.6%
Arts & Letters	8.4	3.5	7.0
Business	18.6	17.8	19.4
Communication	10.2	9.1	10.0
Education	4.2	2.9	3.4
Engineering	9.4	15.1	15.0
Human Ecology	4.0	3.3	3.4
James Madison	3.2	2.5	2.7
Natural Science	10.6	11.2	14.8
Nursing	1.2	1.6	1.4
Social Science	15.7	18.9	11.9
University Undergraduate	5.1	4.0	3.7
Veterinary Medicine	.8	.7	.6
	100.0% (26,529)	100.0% (2,274)	100.0% (1,606)

research nationally and the experience of MSU indicate that those participating in study abroad programs are disproportionately drawn from majors in the humanities, liberal arts, foreign languages and the social sciences.

Information on the distribution of majors by race/ethnicity for MSU students was provided by the Office of Student Affairs, grouped by college in which the majors are located. Since most majors are in different colleges at MSU, the grouping by college should not be a problem.

Table 10 presents the percentage distributions of student from each of the three racial/ethnic categories across MSU's colleges. The table indicates that African Americans are disproportionately underrepresented in the College of Arts and Letters (approximately 5% less). They are about proportionately represented in the Colleges of Business and James Madison, and they are slightly (approximately 3%) overrepresented in the College of

Social Science. However, since the College of Arts and Letters produces nearly a quarter of the students enrolling in the study abroad programs, the underrepresentation there is perhaps the more critical. The table also indicates that African Americans and other minorities are somewhat *over*-represented in one of the colleges least likely to send students abroad—Engineering. Thus, a small portion of the *underrepresentation* of African Americans may be the result of a more frequent choice of majors in fields less likely to encourage students to participate in study abroad programs.

Summary and Discussion

The research project reported here was designed to identify some of the factors associated with the underrepresentation of minorities, African Americans in particular, in study abroad programs. The effort has focused on the experience at Michigan State University. The research has examined patterns of enrollment and attrition among racial/ethnic groups as well as survey data regarding attitudes, past travel experience, anxieties, and participation in activities involving international issues and information.

This research has found that there are in fact differential rates of attrition among the racial/ethnic groups. The disparities increase over the typical four- to five-year student career, partially accounting for the lower participation rate in study abroad for African Americans, particularly since the survey data confirmed that it is the end of the sophomore and during the junior years when students are more likely to travel abroad in such programs. African Americans in particular were also relatively less represented among Arts and Letters majors, which yield a disproportionately large number of study abroad students. African Americans and other minorities were somewhat overrepresented in MSU colleges that are less likely to encourage study abroad, such as Engineering and Natural Science.

The survey results found that there were significant attitude differences among those who have traveled abroad and those who have not. The survey also found that the type of arrangements through which one travels abroad seems to play a role in the extent to which attitudes are affected; immersion in the visited country's culture was shown to be most effective. It is perhaps misleading to suggest that the travel affects the attitudes, rather than the attitudes affect the travel. It appears from the data that there is reason to believe that the effects are reciprocal. Controlling for factors representing interests in and attitudes about international issues, the relationship between travel abroad and race/ethnicity is reduced. At the same time, there are clear patterns of differences between how one travels abroad and individual's attitudes.

The survey also found that some of the other differences in the participation rates between African Americans or other minorities and white students concern economic issues, fear of travel to unknown areas (prob-

ably reflecting lesser amounts of domestic travel in their past), fear of discrimination (particularly among African Americans), and anxieties about language difficulties. The potential language difficulties appear to be realistic in that African Americans are underrepresented among foreign language majors and the fear of discrimination may indeed be warranted for travel in some areas of the world.

The research also opens up additional questions for further study. First, the study was conducted at a single, albeit very large, university. Replication on a national sample of colleges and universities would be valuable in determining whether these findings are generally true or whether this population is relatively unique. Second, this study did not differentiate among the variety of study abroad experiences that are available. As a result, it could not determine if the factors associated with participation in such programs in the aggregate differ when more specific kinds of study abroad experiences are examined. In part, not being able to explore this was a consequence of having a relatively small sample of individuals who had studied abroad. This could be overcome with a national sample as well. Also, the role of financial resources was explored in a rather cursory manner. A much more explicit measurement of family income and financial resources in future studies might clarify some of those relationships assumed to be affected by social class but which could not be documented with actual measurement.

The point of this research effort was to identify factors discouraging minorities' study abroad participation so that means might be introduced to increase that participation. The task, however, will be difficult. The research suggests that the following steps may increase the participation of minorities in study abroad programs:

- Intensify efforts to make study abroad programs and opportunities better known among the undergraduates and among the faculty.
- Clarify as much as possible both the chances of receiving financial assistance to study abroad and how much of the total costs can be covered. This seems to be especially important information for minorities.
- Target those MSU colleges that traditionally have not produced many study abroad students to encourage greater participation among their students. In particular, focus on Engineering and Natural Science where minorities are overrepresented and enlist faculty support, perhaps through travel and research opportunities, to encourage their majors to participate in such programs.

- Develop and disseminate information regarding other cultures along with information about the degree of language facility needed to manage daily interactions.
- Make additional efforts to encourage foreign language study at the high school level, especially for minority students.
- Make intensified efforts to encourage foreign language study during freshman orientation, emphasizing the benefits for employment and preparation for global economies.
- Intensify efforts to assist African-American students' academic efforts so as to decrease attrition associated with poor academic performance.

There is certainly no guarantee that any of these efforts will increase the proportionate representation of minority students. However, reducing or eliminating some of the inequalities in students' backgrounds seems likely to be the most direct and powerful way to equalize the opportunities that are both actually available for *and* perceived as possible by all types of students. In fact, many of these efforts might very well increase the participation rates of all students.

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Endnotes

1. The phrase "study abroad" encompasses a very diverse group of programs and experiences. The range would include those in which students live in other countries for a lengthy period of time (e.g., a year) and attend classes at one of the universities in the host country as well as those in which students enroll in a class which visits another country for only several weeks, combining lectures, readings, and discussions with a tour of relevant sites. For the study reported here, we do not differentiate those travel experiences that have formal education elements and expectations (i.e., study abroad) from those that do not. With a sample of the size used for this study, it simply would not be meaningful to differentiate further among types of study abroad experiences.

2. This was the most recent year for which we could obtain data. Although we requested more recent data from the Registrar's Office, we were informed that the data were not available.

3. James Madison College is a residential college at MSU with a particular multidisciplinary emphasis on the social sciences, public affairs, and international relations. While not formally an honors college, the curriculum is challenging and the program tends to attract highly motivated, interested students.

4. The Soviet empire was collapsing and the war in the Persian gulf was being waged or was recently concluded during the time we were developing the questionnaire and collecting data. Because the study will be replicated in two years to measure changes as a result of an "internationalizing learning" effort, were wanted to measure attitudes without the contaminating effects of increased salience of war. Therefore, items focusing on these two issues were dropped from the scale developed by Barrows (1981).

5. A correlation coefficient represents the degree of interrelatedness of the two concepts being measured. The greater the relatedness between the concepts, the greater the magnitude of the correlation coefficient. The correlation coefficient can have values ranging from -1.0 to +1.0 Correlations of 0 mean that there is no (linear) relationship between the variables. As values become larger, (i.e., approaching either -1.0 or +1.0, a greater degree of interrelatedness is indicated. The greater the degree of interrelat-

edness, the more accurately you can predict scores on one variable knowing only the scores on the other variable. Positive correlations are found when high scores on one variable appear along with high scores on the second variable and low scores on one appear along with low scores on the other. Negative correlations are found when high scores on one appear along with low scores on the other variable and vice versa. Correlations are said to be statistically significant when the chance of obtaining a correlation of the magnitude found or larger is very low, e.g., only 1 sample in a hundred ($p < .01$), or 5 samples in a hundred ($p < .05$). Determination of these chances is based on probability theory and is heavily influenced by the size of the sample and the margin of sampling error. Essentially, claiming that a correlation is statistically significant is a judgment that the two variables really are related to each other and that the correlation found is not just an artifact of sampling.

Table: Means, Correlations Between Attitude Scales

	Age	Interest	Global Issues	Cultural Rel.	Int'l Relations	Language
Interest	.0536	1.0000				
Global Issues	-.0064	.3356**	1.0000			
Cultural Relativism	.0666*	.2653**	.1435**	1.0000		
International Relations	.0427	.4721**	.2959**	.3988**	1.0000	
Language	-.0643*	.4689**	.3152**	.2709**	.3870**	1.0000
Mean	20.66	3.876	2.878	2.457	3.610	4.264
Standard Deviation	3.127	0.703	0.509	0.458	0.641	0.654
N	1,136	1,137	1,133	1,137	1,138	1,139

* - p(r) < .05
** - p(r) < .01

The table above presents the matrix of correlations among the scales as well as the overall means and standard deviations for each. The table indicates that all of the scales are positively correlated significantly with the strongest correlations being between the *Interest in International Relations Scale* and the *Attitudes toward Foreign Languages Scale* and the *International Relations Scale*. The scale measuring Cultural Relativism is the least strongly correlated with the other scales. The table also shows that the scale scores are more or less uncorrelated with the age of the respondents, indicating that these attitudes seem to be a product of something other than simple maturation.

The table also indicates that the means for the five scales are all on the positive side of the midpoint of the range over which scores could vary (i.e., 1-5 for *Interest in International Relations*, *Attitude toward International Relations*, and *Attitude Toward Foreign Languages*, 1-4 for *Global Issues* and *Cultural Relativism*) with the exception of the *Cultural Relativism Scale* where the mean is almost exactly equal to the mathematical midpoint. For the most part this seems to suggest a reasonably positive attitude and concern about international issues.

6. In trying to determine whether or not an independent variable such as travel abroad has had any impact, we compare the pattern of answers given by those who have traveled abroad to those who have not on some other variable we think could be influenced, such as one's interest in international relations. If the amount of difference among the groups' patterns of answers exceeds that which we would expect to occur based on sampling error, then we would conclude that the independent variable, travel abroad, did make a difference—that it did have an effect. There are two statistical techniques used in this report for measuring the amount of difference among groups on some dependent variable. For variables that have continuous measurement along some scale, such as weight or *Interest in International Relations*, we can describe the pattern of answers within a group by listing the average score (i.e., the variance). A statistical technique for measuring the differences in the pattern of answers for variables such as these is called analysis of variance or ANOVA. The statistic calculated, *F*, represents the amount of difference in the patterns. The *F* statistic is significant when the amount of difference measured has a relatively rare chance of occurring only as a result of sampling error. In Table 4, the comparisons of scores on the various attitude scales that result in statistically significant values of *F* have been marked with double asterisks. Those with a single asterisk are values of *F* that would be expected by chance alone in only five samples out of 100 ($p < .05$) while those with two asterisks would be expected to be found as a result of sampling error alone in less

than 1 sample in 100 ($p < .01$). since we found them and they are unlikely to be the result of sampling error alone, then we conclude the groups compared really do differ on the dependent variable.

7. The other statistical technique used in this report for comparing the pattern of answers among groups uses the statistic X^2 or Chi-square. As in the case of F, this statistic is a measure of the differences in the patterns of answers among groups. In the case of X^2, the answers are represented in discrete categories, such as yes or no, rather than continuous values on a scale. Again, however, X^2 is significant if the value calculated for the comparison is sufficiently large as to be too unlikely to be the result of only sampling error.

8. In Table 6, the numbers presented in the columns are the PROBIT coefficients. Each of these represents the change in the probability of having participated in a study abroad program or having traveled outside North America or having travel outside the U.S. for each unit change in the predictor variable. For example, being a male (1) compared to being a female (0) decreases the probability of participating in a study abroad program significantly (-.420). Similarly being a junior increases the probability of having participated in a study abroad program (+.508) compared to being a freshman. These effects are net of the influences of the other variables. The procedure produces an equation or model that can be used to predict whether or not the person has participated in an overseas studies program or traveled abroad from knowledge of their values on the predictor variables of the form "$Pr(y)=F(X_i\beta)$, where $F(X_i\beta)$ is...the cumulative distribution function that describes how the probabilities are related to the exogenous variables...Thus the probability of the event in question occurring, is the area under the standard normal curve between $-\infty$ and $X\beta$" (Hunushek and Jackson, 1977:187-189). The PROBIT coefficients are marked with an asterisk in the table if they are statistically significant, meaning that the value is sufficiently large, given the sample size and the variation among individuals, to be unlikely to be the result of only sampling error.

9. Compared to other institutions, MSU's study abroad program focuses on opportunities earlier in the college career rather than later. A number of opportunities are provided through courses meeting general education requirements, courses typically taken by freshman and sophomores. This was reflected in the survey results in that biggest increment in the probability of studying abroad came for those people who were juniors at the time of the survey indicating that their study abroad experience probably occurred as sophomores or between the sophomore and junior academic years.

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Table 1: Interest in International Relations Scale by Sample Background

Background	n	Mean	SD	F	N
Gender					
Male	482	3.72	0.73	42.37**	1,130
Female	648	3.99	0.66		
Academic Class					
Freshman	275	3.79	0.71	6.18**	1,128
Sophomore	266	3.77	0.70		
Junior	304	3.98	0.63		
Senior	282	3.94	0.75		
Race/Ethnicity					
White	975	3.87	0.71	1.10	1,116
African American	90	3.84	0.67		
Other	51	4.01	0.71		
Level of Travel Experience					
Little or none	401	3.83	0.70	10.81**	1,133
Extensively in Michigan	223	3.83	0.73		
Extensively in U.S.	256	3.77	0.71		
Internationally	254	4.09	0.64		
Level of Television News Watched					
Bottom 25%	271	3.87	0.75	0.84	1,128
Second Quartile	195	3.87	0.68		
Third Quartile	340	3.86	0.65		
Top 25%	321	3.91	0.72		
Frequency of Reading Newspapers					
Less than 1 day a week	65	3.89	0.85	1.66	1,132
1 - 2 days a week	129	3.84	0.70		
3 - 4 days a week	221	3.89	0.64		
5 - 6 days a week	198	3.89	0.72		
Daily	517	3.88	0.70		

This scale measures interest in other cultures with higher numbers meaning a higher interest in other cultures

* - $p(F) < .05$

** - $p(F) <= .01$

Table 2: Interest in International Relations Scale by College Experience

Experience	n	Mean	SD	F	N
Attend International Programs					1,105
No	816	3.70	0.72	67.25**	
Yes	289	4.10	0.69		
Discuss Issues in Class					
Less than once a month	224	3.76	0.79	3.38**	1,125
About once a month	152	3.98	0.63		
2 - 3 times a month	187	3.84	0.67		
About once a week	241	3.86	0.64		
2 - 3 days a week	229	3.90	0.69		
4 - 5 days a week	89	4.07	0.80		
Discuss Issues Outside Class					
Less than once a month	47	3.42	0.78	13.93**	1,129
About once a month	71	3.50	0.79		
2 - 3 times a month	183	3.85	0.66		
About once a week	323	3.80	0.66		
2 - 3 days a week	275	3.96	0.67		
4 - 5 days a week	140	4.06	0.69		
6 - 7 days a week	86	4.21	0.66		
Awareness from Outside Class Experience					
Not at all	84	3.59	0.76	16.40**	1,127
A small extent	307	3.74	0.72		
A moderate extent	486	3.91	0.65		
A great extent	248	4.08	0.70		
Discuss Issues with Classmates					
No	629	3.84	0.71	4.58*	1,132
Yes	503	3.93	0.70		
Discuss Issues with Relatives					
No	357	3.82	0.71	4.27*	1,132
Yes	775	3.91	0.70		

This scale measures interest in other cultures, with higher numbers meaning higher interest in other cultures.

* - $p(F) < .05$

** $p(F) < .01$

Table 3: Understanding of Global Issues Scale by Sample Background

Background	n	Mean	SD	F	N
Gender					
Male	481	2.80	0.49	20.02**	1,113
Female	637	2.94	0.51		
Academic Class					
Freshman	274	2.82	0.54	7.03**	1,126
Sophomore	266	3.81	0.522		
Junior	304	2.91	0.45		
Senior	281	2.97	0.51		
Race/Ethnicity					
White	971	2.89	0.50	3.51*	1,114
African American	91	2.75	0.57		
Other	51	2.84	0.49		
Level of Travel Experience					
Little or none	401	2.83	0.70	10.81**	1,136
Extensively in Michigan	223	2.84	0.73		
Extensively in U.S.	256	2.77	0.71		
Internationally	254	3.09	0.64		
Level of Television News Watched					
Bottom 25%	211	2.82	0.53	6.42**	1,128
Second Quartile	360	2.82	0.48		
Third Quartile	232	2.93	0.50		
Top 25%	324	2.96	0.50		
Frequency of Reading Newspapers					
Less than 1 day a week	65	2.80	0.53	1.62	1,130
1 - 2 days a week	130	2.87	0.57		
3 - 4 days a week	221	2.84	0.50		
5 - 6 days a week	194	2.86	0.49		
Daily	518	2.92	0.50		

This scale measures understanding of global interconnectedness, with higher numbers demonstrating higher understanding

* - $p(F) < .05$

** - $p(F) < .01$

Table 4: Understanding Global Issues Scale by College Experience

Experience	n	Mean	SD	F	N
Attend International Programs					
No	807	2.83	0.50	35.81**	1,089
Yes	281	3.04	0.47		
Discuss Issues in Class					
Less than once a month	226	2.77	0.52	4.12**	1,124
About once a month	151	2.87	0.45		
2 - 3 times a month	187	2.90	0.50		
About once a week	241	2.87	0.46		
2 - 3 days a week	228	2.93	0.51		
4 - 5 days a week	88	4.03	0.64		
Discuss Issues Outside Class					
Less than once a month	48	2.65	0.59	12.39**	1,126
About once a month	73	2.69	0.51		
2 - 3 times a month	183	2.78	0.49		
About once a week	320	2.86	0.46		
2 - 3 days a week	275	2.88	0.52		
4 - 5 days a week	140	4.01	0.46		
6 - 7 days a week	85	4.20	0.53		
Awareness from Outside Class Experience					
Not at all	85	2.77	0.56	11.83**	1,123
A small extent	309	2.77	0.48		
A moderate extent	480	2.90	0.50		
A great extent	249	4.01	0.51		
Discuss Issues with Classmates					
No	627	2.83	0.49	15.18**	1,129
Yes	502	2.94	0.52		
Discuss Issues with Relatives					
No	353	2.80	0.54	13.62**	1,129
Yes	775	2.92	0.49		

This scale measures understanding of interrelationship of global issues, with higher numbers demonstrating higher understanding

* - $p(F) < .05$

** - $p(F) < .01$

Table 5: Cultural Relativism Scale by Sample Background

Background	n	Mean	SD	F	N
Gender					
Male	480	3.35	0.51	45.48**	1,131
Female	650	3.54	0.40		
Academic Class					
Freshman	275	3.40	0.49	4.40**	1,129
Sophomore	265	3.43	0.48		
Junior	305	3.53	0.38		
Senior	282	3.47	0.46		
Race/Ethnicity					
White	975	3.47	0.45	1.79	1,117
African American	90	3.38	0.49		
Other	51	3.41	0.50		
Level of Travel Experience					
Very little	399	3.46	0.45	4.48**	1,136
Extensively in Michigan	225	3.48	0.46		
Extensively in U.S.	256	3.37	0.51		
Internationally	254	3.52	0.41		
Level of TV News Watched					
Bottom 25%	273	3.47	0.45	2.88*	1,129
Second Quartile	195	3.46	0.46		
Third Quartile	340	3.50	0.43		
Top 25%	319	3.40	0.49		
Frequency of Reading Newspapers					
Less than 1 day a week	66	3.48	0.45	0.18	1,133
1 - 2 days a week	130	3.47	0.50		
3 - 4 days a week	219	3.44	0.46		
5 - 6 days a week	196	3.47	0.45		
Daily	520	3.45	0.45		

This scale measures the level of acceptance of cultural differences, with higher numbers meaning higher acceptance

* - $p(F) < .05$

** - $p(F) < .01$

Table 6: Cultural Relativism Scale by College Experience

Experience	n	Mean	SD	F	N
Attend International Programs					
No	798	3.43	0.47	10.62**	1,075
Yes	276	3.53	0.42		
Discuss Issues in Class					
Less than once a month	227	3.41	0.50	2.38*	1,126
About once a month	152	3.49	0.48		
2 - 3 times a month	187	3.48	0.42		
About once a week	240	3.39	0.46		
2 - 3 days a week	228	3.51	0.44		
4 - 5 days a week	90	3.51	0.40		
Discuss Issues Outside Class					
Less than once a month	48	3.33	0.53	2.19*	1,130
About once a month	73	3.32	0.51		
2 - 3 times a month	182	3.43	0.45		
About once a week	325	3.48	0.44		
2 - 3 days a week	274	3.48	0.44		
4 - 5 days a week	137	3.49	0.46		
6 - 7 days a week	88	3.45	0.48		
Awareness from Outside Class Experience					
Not at all	85	3.39	0.47	2.54	1,128
A small extent	308	3.42	0.48		
A moderate extent	486	3.47	0.45		
A great extent	248	3.51	0.44		
Discuss Issues with Classmates					
No	630	3.46	0.44	0.19	1,133
Yes	502	3.45	0.48		
Discuss Issues with Relatives					
No	357	3.43	0.48	1.32	1,133
Yes	776	3.47	0.45		

This scale measures the acceptance of cultural differences with higher numbers meaning higher acceptance

* - $p(F) < .05$

** - $p(F) < .01$

Table 7: Attitude Toward International Relations Scale and Sample Background

Background	n	Mean	SD	F	N
Gender					
Male	480	3.48	0.66	41.33**	1,132
Female	651	3.71	0.56		
Academic Class					
Freshman	275	3.52	0.64	6.52**	1.130
Sophomore	266	3.54	0.62		
Junior	305	3.71	0.55		
Senior	283	3.66	0.64		
Race/Ethnicity					
White	975	3.60	0.62	8.39**	1,117
African American	90	3.84	0.53		
Other	50	3.74	0.59		
Level of Travel Experience					
Little to none	400	3.67	0.57	5.85**	1,137
Extensively in Michigan	225	3.58	0.66		
Extensively in U.S.	256	3.48	0.65		
Internationally	254	3.67	0.61		
Level of TV News Watched					
Bottom 25%	276	3.71	0.62	3.70*	1,130
Second Quartile	195	3.63	0.60		
Third Quartile	337	3.58	0.57		
Top 25%	320	3.55	0.66		
Frequency of Reading a Newspaper					
Less than once a week	66	3.49	0.61	1.91	1,134
1 - 2 days a week	130	3.62	0.59		
3 - 4 days a week	221	3.56	0.64		
5 - 6 days a week	196	3.69	0.58		
Daily	519	3.62	0.63		

This scale measures the level of ethnocentrism with higher numbers meaning less ethnocentrism
* - $p(F) < .05$
** - $p(F) < .01$

Table 8: Attitude Toward International Relations Scale by College Experience

Experience	n	Mean	SD	F	N
Attend International Programs					
No	816	3.56	0.64	34.43**	1,104
Yes	287	3.82	0.66		
Discuss Issues in Class					
Less than once a month	226	3.60	0.63	1.73	1,126
About once a month	152	3.65	0.55		
2 - 3 times a month	187	3.54	0.63		
About once a week	239	3.57	0.60		
2 - 3 days a week	229	3.64	0.63		
4 - 5 days a week	90	3.74	0.68		
Discuss Issues Outside Class					
Less than once a month	48	3.36	0.47	5.09**	1,130
About once a month	73	3.46	0.59		
2 - 3 times a month	182	3.55	0.62		
About once a week	324	3.59	0.59		
2 - 3 days a week	275	3.62	0.62		
4 - 5 days a week	138	3.72	0.64		
6 - 7 days a week	87	3.83	0.67		
Awareness from Outside Class Experience					
Not at all	85	3.55	0.62	4.69**	1,127
A small extent	308	3.52	0.61		
A moderate extent	485	3.62	0.61		
A great extent	248	3.71	0.62		
Discuss Issues with Classmates					
No	629	3.60	0.60	0.32	1,133
Yes	503	3.62	0.64		
Discuss Issues with Relatives					
No	358	3.57	0.64	2.07	1,133
Yes	775	3.63	0.61		

This scale measures the level of ethnocentrism with higher numbers meaning lower ethnocentrism
* - $p(F) < .05$
** - $p(F) < .01$

Table 9: Interest in Foreign Languages Scale and Sample Background

Background	n	Mean	SD	F	N
Gender					
Male	481	4.04	0.69	112.29**	1,133
Female	652	4.44	0.57		
Academic Class					
Freshman	273	4.32	0.62	2.05	1,131
Sophomore	267	4.20	0.67		
Junior	307	4.30	0.66		
Senior	283	4.24	0.66		
Race/Ethnicity					
White	977	4.26	0.65	4.21*	1,119
African American	91	4.17	0.71		
Other	51	4.50	0.48		
Level of Travel Experience					
Little to none	401	4.26	0.66	4.77**	1,138
Extensively in Michigan	225	4.24	0.65		
Extensively in U.S.	255	4.17	0.69		
Internationally	255	4.38	0.59		
Level of TV News Watched					
Bottom 25%	276	4.30	0.64	0.66	1,131
Second Quartile	194	4.29	0.63		
Third Quartile	339	4.24	0.60		
Top 25%	321	4.24	0.73		
Frequency of Reading a Newspaper					
Less than once a week	66	4.18	0.71	0.43	1,135
1 - 2 days a week	129	4.26	0.69		
3 - 4 days a week	221	4.26	0.65		
5 - 6 days a week	197	4.25	0.65		
Daily	521	4.26	0.64		

This scale measures the level of interest in languages with higher numbers meaning a higher level of interest

* - $p(F) < .05$

** - $p(F) < .01$

Table 10: Interest in Foreign Languages Scale by College Experience

Experience	n	Mean	SD	F	N
Attend International Programs					
No	819	4.26	0.66	20.17**	1,109
Yes	289	4.46	0.57		
Discuss Issues in Class					
Less than once a month	227	4.18	0.71	2.57*	1,128
About once a month	152	4.21	0.69		
2 - 3 times a month	189	4.32	0.63		
About once a week	239	4.25	0.62		
2 - 3 days a week	229	4.31	0.59		
4 - 5 days a week	90	4.42	0.66		
Discuss Issues Outside Class					
Less than once a month	48	3.89	0.82	5.85**	1,132
About once a month	73	4.02	0.65		
2 - 3 times a month	182	4.26	0.62		
About once a week	325	4.26	0.63		
2 - 3 days a week	275	4.33	0.68		
4 - 5 days a week	139	4.38	0.61		
6 - 7 days a week	88	4.34	0.61		
Awareness from Outside Class Experience					
Not at all	85	3.99	0.84	13.72**	1,128
A small extent	307	4.15	0.64		
A moderate extent	485	4.32	0.62		
A great extent	250	4.41	0.61		
Discuss Issues with Classmates					
No	632	4.23	0.65	3.61	1,135
Yes	502	4.31	0.66		
Discuss Issues with Relatives					
No	358	4.19	0.65	6.74**	1,135
Yes	777	4.30	0.65		

This scale measures interest in languages with higher numbers meaning higher interest

* - $p(F) < .05$

** - $p(F) < .01$

Table 11: Age and GPA by Race/Ethnicity

Race/Ethnicity	n	Mean	SD	F	N
GPA					
Race/Ethnicity					
White	766	2.93	0.48	58.97**	1,109
African American	180	2.50	0.41		
Other	163	2.83	0.54		
Age					
Race/Ethnicity					
White	770	20.41	2.52	12.81**	1,123
African American	187	21.28	4.73		
Other	166	21.73	5.06		

* - $p(F) < .05$
** - $p(F) < .01$

Table 12: Demographic characteristics by Race/Ethnicity

	Percentage in Each Category			
Demographics	**White**	**African American**	**Other**	X^2
Gender				
Male	43.8	33.2	40.7	7.03*
Female	56.2	66.8	59.3	
N	770	187	167	1,124
Academic Level				
Freshman	26.7	19.8	20.7	11.57
Sophomore	24.1	29.4	18.9	
Junior	26.3	25.7	31.7	
Senior	23.0	25.1	28.7	
N	769	187	164	1,120
In the College of Arts and Letters or College of Social Sciences				
Yes	25.2	18.2	22.2	4.33
No	74.8	81.8	77.8	
N	770	187	167	1,124
Amount of TV Watched				
Bottom quartile	25.6	21.4	14.5	15.72*
Second quartile	32.4	26.2	33.7	
Third quartile	24.3	31.6	28.9	
Top quartile	17.6	20.9	22.9	
N	765	187	166	1,118
How Often Do You Read the Newspaper?				
Less than one day a week	06.0	5.3	4.2	3.00
1 - 2 days a week	12.2	10.2	10.8	
3 - 4 days a week	19.0	18.2	18.6	
5 - 6 days a week	17.2	20.3	16.8	
Daily	45.6	46.0	49.7	
N	768	187	167	1,122

* - $p(F) < .05$
** - $p(F) < .01$

Table 13: Programs or Arrangements for Traveling Abroad by Race/Ethnicity

	Percentage in Each Category			
Programs or Arrangements	**White**	**African American**	**Other**	X^2
Did you travel abroad through college study abroad?				
Yes	4.4	2.1	4.5	1.71
No	95.6	97.9	95.5	
Did you travel abroad through high school student exchange?				
Yes	6.6	2.1	2.6	7.45*
No	93.4	97.9	97.4	
Did you travel abroad through group travel?				
Yes	28.7	31.7	14.9	14.00**
No	71.3	68.3	85.1	
Did you travel abroad through personal travel?				
Yes	78.0	71.3	84.5	7.56*
No	22.0	28.7	15.5	
Did you travel abroad because of parent's work?				
Yes	6.9	5.6	9.0	1.44
No	93.1	94.4	91.0	
N	700	143	155	998

* - $p < .05$
** - $p < .01$

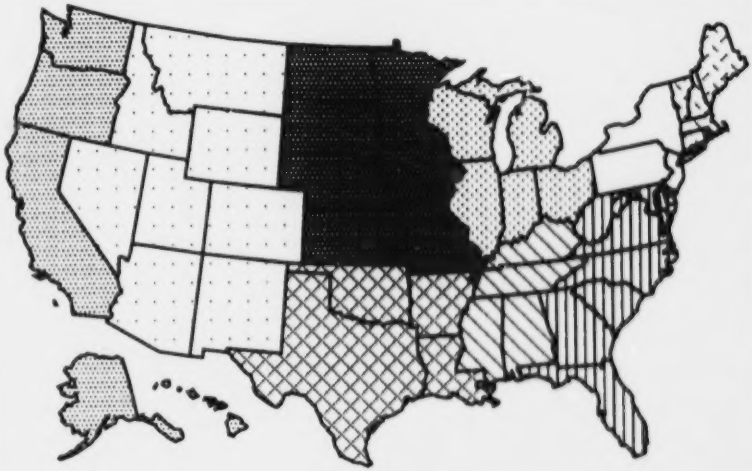
Table 14: Demographic Characteristics by Study Abroad Experience

	Did You Study Abroad? Percentage in Each Category		
Demographics	**Yes**	**No**	X^2
Gender			
Male	3.0	97.0	4.82*
Female	5.9	94.1	
N	47	968	1,015
Academic Level			
Freshman	0.2	99.8	48.30**
Sophomore	0.5	99.5	
Junior	5.7	94.3	
Senior	11.6	88.4	
N	47	965	1,012
Race			
White	4.9	95.1	1.46
Black	1.8	98.2	
Other	3.6	96.4	
N	46	956	1,002

* - $p < .05$
** - $p < .01$

LEGEND		N	%
	1	23	2.3
	2	9	.9
	3	41	4.1
	4	16	1.6
	5	276	27.5
	6	97	9.7
	7	89	8.9
	8	74	7.4
	9	377	37.6
		1,003	100.0

Figure 1: Frequency Distribution of Sample Permanent Residence by Region of Michigan



LEGEND		N	%
	1	531	47.1
	2	558	49.4
	3	549	48.6
	4	448	39.7
	5	1,081	95.7
	6	798	70.6
	7	490	43.5
	8	686	60.7
	9	941	83.4

*N=1,129

Figure 2: Frequency Distribution of Areas Visited in United States

Appendix B

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MICHIGAN STATE UNIVERSITY
INTERNATIONAL ISSUES SURVEY

Conducted for the Office of International Studies and Scholars by the

CENTER FOR SURVEY RESEARCH
Social Science Research Bureau
301 Olds Hall
Michigan State University
East Lansing, MI 48824

You indicate your voluntary agreement to participate by completing and returning this questionnaire. All responses to this questionnaire will be kept strictly confidential. Should you have any questions about the survey, please call: (517) 355-6672.

SECTION A: INTEREST IN INTERNATIONAL RELATIONS

In this first section, we would like to find out how interested you are in international relations.

		(Circle the number)				
		Strongly Agree				Strongly Disagree
A1.	I find the customs of foreigners difficult to understand	1	2	3	4	5
A2.	I have almost nothing in common with people in underdeveloped countries	1	2	3	4	5
A3.	I am not interested in studying other cultures	1	2	3	4	5
A4.	I enjoy meeting people from other cultures	1	2	3	4	5

SECTION B: GLOBAL ISSUES

The items below are events occurring in the world around us. To the extent that they each might possibly affect our way of life, how concerned do you think we should be about each of these?

		(Circle the number)			
		Very Concerned			Not Concerned At All
B1.	Large national debts for many developing nations	1	2	3	4
B2.	Severe overpopulation in many developing countries	1	2	3	4
B3.	Civil wars in Central American nations	1	2	3	4
B4.	Development of the European Economic Community	1	2	3	4
B5.	Low wages in developing countries	1	2	3	4
B6.	Change in value of the Germany currency, the Deutsche Mark, as a result of Germany's reunification	1	2	3	4

SECTION C: DIVERSE CULTURAL PRACTICES

Listed below are five features of society that vary across cultures. Within each topic, there are four statements that represent different views that individuals may have about these diverse practices. Please read each of the four sentences for each topic carefully and then circle the number beside the one that best describes your views on that issue.

C1. Religions

1. While there may be only one god or supernatural force, the different religions represent ways that different cultures interpret that god or supernatural force.

2. There is only one true religion and only one true interpretation of scripture.

3. The variety of religions found in the world are just different ways of explaining the same forces shaping and controlling human existence.

4. There is only one religion, but different interpretations of scripture are equally reasonable.

C2. Food Patterns

1. That some cultural groups eat very unusual foods reflects their lower degree of civilization.

2. In order to survive, different cultures develop different food preferences and food patterns based on what is available within their territory.

3. The foods eaten by other cultural groups would be more like ours if they had a choice.

4. The practice in some cultures of eating dogs, beatles, or monkey brains is sick and repulsive.

C3. Sexual Practices

1. Cultures develop sexual patterns, either homosexuality, bisexuality, or heterosexuality in response to cultural and social needs.

2. While a few cultures may encourage homosexuality or bisexuality, they are extremely rare and do so only because of very unusual circumstances.

3. Some cultures which encourage homosexuality or bisexuality would really prefer heterosexual patterns if they had a choice.

4. Cultural groups that encourage bisexuality and homosexuality are perverse and unnatural.

C4.Technology

1. Some cultures are so primitive they live like animals.

2. Different cultures adopt technology to successfully solve their unique problems of survival.

3. The only way to civilize some cultures is to introduce Western technology.

4. While industrial technology may work well for some cultures, it may not work for others.

C5. Economics

1. Different economic systems may work well in different cultures, depending on their unique social and political needs.

2. Free enterprise is the only form of economy that works.

3. In a few societies, other economic systems may work better than the free enterprise system.

4. While other types of economies may work somewhat, a free enterprise is superior.

SECTION D: RELATIONS WITH OTHER NATIONS AND PEOPLE

In this section, we are interested in your views toward other nations and their people. For each item below, please indicate how strongly you agree or disagree with the statement.

	(Circle the number) Strongly Agree				Strongly Disagree
D1. Race prejudice may be a good thing for us because it keeps many undesirable foreigners from coming into this country	1	2	3	4	5
D2. Some cultures ought to be considered naturally less intelligent than ours	1	2	3	4	5
D3. Patriotism and loyalty are the first and most important requirements of a good citizen	1	2	3	4	5
D4. I'm for my country, right or wrong	1	2	3	4	5

	(Circle the number) Strongly Agree				Strongly Disagree
D5. I think the American people are the finest in the world	1	2	3	4	5
D6. We should strive for loyalty to our country before we can afford to consider world brotherhood	1	2	3	4	5
D7. The best way to insure peace is to keep the U.S. stronger than any other nation in the world	1	2	3	4	5
D8. The main threat to basic American institutions during this century has come from the infiltration of foreign ideas and doctrines	1	2	3	4	5
D9. The hatred of the U.S. by foreign countries is caused mostly by envy of our greatness	1	2	3	4	5

D10. Our country should permit the immigration of foreign peoples even if it lowers our standard of living.....1 2 3 4 5

D11. I believe that the U.S. should send food and materials to any country that needs them.....1 2 3 4 5

D12. Our country should have the right to prohibit certain racial and religious groups from immigrating.....1 2 3 4 5

D13. I think that helping foreign countries is a waste of money.....1 2 3 4 5

D14. Immigrants should not be permitted to come into our country if they compete with our own workers.....1 2 3 4 5

D15. Any healthy individual, regardless of race or religion, should be allowed to live in whatever country he chooses.....1 2 3 4 5

SECTION E: LANGUAGE

PART 1. INTEREST IN FOREIGN LANGUAGES

In this section, we are interested in your attitudes about studying foreign languages. Please indicate how strongly you agree or disagree with each of the following statements.

(Circle the number)

	Strongly Agree				Strongly Disagree
E1a. It is important for Americans to learn foreign languages	1	2	3	4	5
E1b. Foreign languages are not an important part of the school program	1	2	3	4	5
E1c. Studying a foreign language can be important because it enables one to better understand and appreciate the art and literature of another country	1	2	3	4	5

E1d. Learning a foreign language is unnecessary because English is spoken almost everywhere 1 2 3 4 5

E1e. Studying a foreign language can be important because it allows one to meet and converse with more and varied people 1 2 3 4 5

E1f. Studying a foreign language can be important because you are able to participate more freely in the activities of other cultural groups 1 2 3 4 5

PART 2: PROFICIENCY IN FOREIGN LANGUAGES

Students on campus have a variety of experiences with foreign language studies. In this section, we are interested in the languages you speak and where you learned them.

E2a. Is English your native language?

(Circle the number)
Yes 1
No 2

E2b. Is there a language *other than English* also spoken in your parents' home?

(Circle the number)
Yes 1
No 2

E2c. Other than your native language, do **you** speak, read, or write any other languages?

(Circle the number)
Yes 1
No ..... 2 *(Go to Section F)*

E2d. Please circle the letter in front of *each foreign* language below that you speak, read, or write.

(Circle all *that apply)*

a	French	e	Latin
b	German	f	Spanish
c	Hebrew	g	Other *(Please, specify)*
d	Italian		_____

E2h. In general, how well do you communicate (read, write, or speak) in this *foreign* language? (If you know more than one *foreign* language, indicate your level of ability in the one that you know best).

(Circle the number)

Excellent.....1
Good.....2
Fair.....3
Poor.....4

SECTION F: TRAVEL

Students at Michigan State University have a variety of travel experiences. We are interested in how much travel you have done both in the United States and abroad.

F1. Are you a resident of the United States?

(Circle the number)

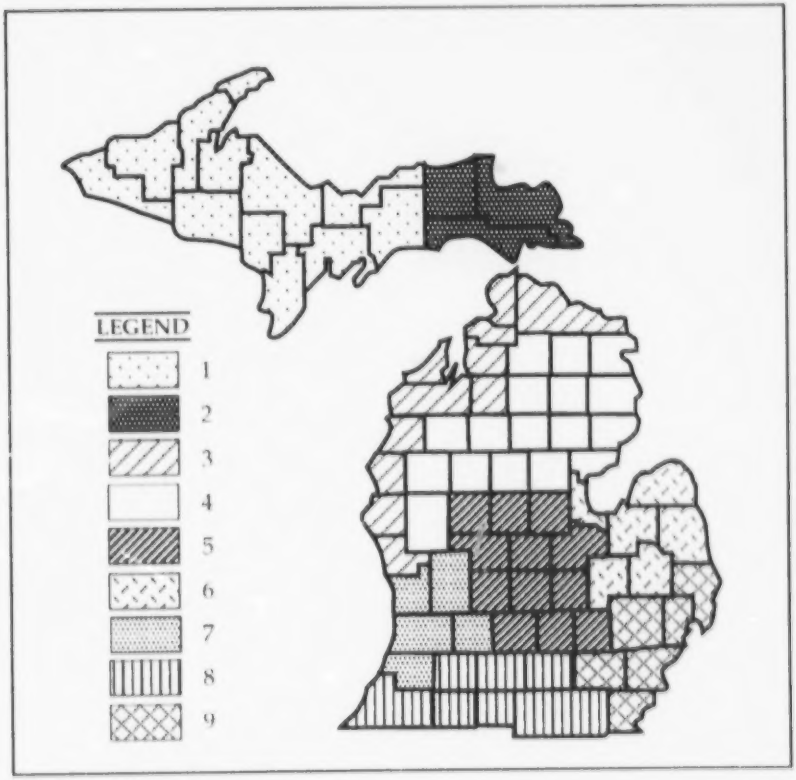
Yes 1
No ..... 2 *(Go to Section G)*

F2. Are you a resident of Michigan?

(Circle the number)

Yes 1

No ..... 2 *(Go to F4)*



F3. Using the map of Michigan, in what section of Michigan did you live during most of your teenage years?

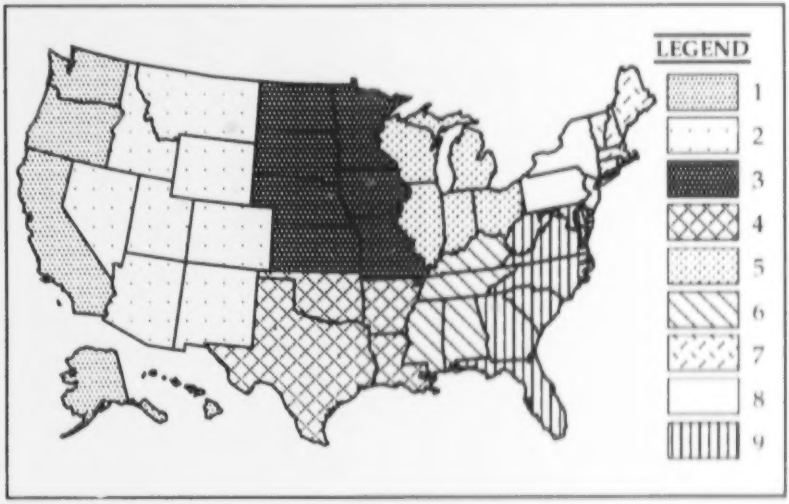
(Circle the appropriate number from the line below.)

1 2 3 4 5 6 7 8 9

F4. Using the map of Michigan, what section(s) of Michigan have you visited?

(Circle all *appropriate number(s) from the line below)*

1 2 3 4 5 6 7 8 9



F6. Using the map of the United States above, what section(s) of the United States have you visited? Please, circle the numbers from the line below for all the sections you have visited.

(Circle all *that apply)*

1 2 3 4 5 6 7 8 9

F7. Have any of your friends traveled or visited countries *outside* of the United States?

Yes 1
No 2

F8. Have **you** ever visited a country *other* than the United States? (Reminder: Canada and Mexico are not part of the United States)

Yes ..... 1 *(Go to F9)*
No ..... 2 *(Go to F11)*

F9. Listed below are the regions of the world. Please, tell us which regions you have visited, how many countries you have visited in each region, and how long in *weeks* you stayed there. If you have had multiple trips to a region, total your time for all trips.

Have you visited any countries in . . .	*(If so, circle yes)*	Number of Countries Visited	Number of Weeks Visited
a. Africa	Yes		
b. Asia	Yes		
c. Australia and South Pacific Islands	Yes		
d. Europe	Yes		
e. North America	Yes		
f. South America	Yes		
g. Central America and Caribbean Islands	Yes		
h. Other *(Specify)* _____	Yes		

F10. Through which of the following types of programs or arrangements did you spend time abroad?

a. College Study Abroad.....1 *(If you circle "a", go to F15, Page 11)*

b. High School Student Exchange.....1

c. Group Travel.....1 *(If you circled any of these, but NOT "a", go to F11 Page 10)*

d. Personal Travel.....1

e. Parent's Work/Transferred Abroad....1

f. Other *(please specify)*.....7

_____

Questions F11-F14 are for those who have *not* participated in a college or university study abroad program.

F11. Did you know that college study abroad programs are available at MSU?

(Circle the number)

Yes 1

No ..... 2 *(Skip to Section G)*

F12. Were you aware that financial aid is available for study abroad programs?

(Circle the number)

Yes 1

No 2

F13. Have you ever *considered* participating in a *university sponsored* study abroad program?

(Circle the number)

Yes 1

No ..... 2 *(Skip to Section G)*

F14. If you have considered studying abroad, what factors were important in your decision *not* to study abroad?

(Circle all *that apply)*

a. Could not afford to go.....1

b. Need to work during the summer to pay for school.....1

c. Concerned about language differences.....1

d. Concerned about cultural differences.....1

e. Lack of support from friends.....1

f. Lack of support from family 1

g. Lack of encouragement from advisors or faculty.....1

h. Program offered undesirable locations.....1

i. Did not offer topics of interest.....1

j. Lack of fit in academic program.....1

k. Fear of unknown.....1

l. Fear of discrimination.....1

m. Did not know anyone else going.....1

n. I am still considering to study abroad.....1

o. Other *(Please, specify)*.....7

_____

Please Proceed to Section G

Questions F15-F18 are for those who *have* participated in a college or university study abroad program.

F15. What countries did you travel to for your university study abroad program?

a. _____ c. _____

b. _____ d. _____

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F16. In the boxes below, please indicate the month and year that you left for and returned from your university study abroad program:

Date Left _____

Date Returned_____

F17.What factors were important in your decision to study abroad?

a. Financially able to go.....1
b. Able to get financial aid.....1
c. No language problems.....1
d. No major concern about cultural differences.....1
e. Support from friends.....1
f. Support from family.....1
g. Encouragement from advisors or faculty.....1
h. Program offered desirable locations.....1
i. Topics of courses.....1
j. Sense of adventure.....1
k. Other *(Please, specify)*.....7

_____

F18. Was the study abroad experience sponsored by MSU?

Yes . . . . . 1 *(Go To Section G)*
No 2

SECTION G: COLLEGE EXPERIENCE

Many topics are discussed in college classes and around campus. We are interested in how often world problems and issues are part of your discussions.

G1. On average, *in your college classes,* how often do you discuss world problems or issues?

(Circle the number)

Less than once a month 1
About once a month 2
2-3 times a month 3
About once a week 4
2-3 days a week 5
4-5 days a week 6

G2. On average, *outside of the classroom,* how often do you discuss world problems or issues?

(Circle the number)

Less than once a month 1
About once a month 2
2-3 times a month 3
About once a week 4
2-3 days a week 5
4-5 days a week 6
6-7 days a week 7

G3. Outside of the classroom, with whom do you typically discuss world problems or issues?

(Circle **all** *that apply)*

a. Friends.....1
b. Relatives.....1
c. Classmates (other than in class).....1
d. Other *(Please, specify)*.....7

_____

G4. During the last term, how many programs on international issues or topics did you attend, *not including* those associated with your classes?

(Write in the number)

G5. To what extent have your *college experiences outside the classroom* contributed to your awareness of world issues?

(Circle the number)

A great extent.....1
A moderate extent.....2
A small extent.....3
Not at all.....4

SECTION H: CONTACT WITH INTERNATIONAL STUDENTS

During their academic careers at MSU, individuals have contact with many different students including international students. We are interested in how often you have contact with international students on a regular basis.

H1. *During a typical term,* how often do you have contact with international students?

(Circle the number)

Never	1	*(Go to Section I)*
Rarely	2	
Occasionally	3	
Often	4	

H2. *In general,* how would you describe your relationship(s) with international student(s)?

(Circle the number)

Know several only by face	1
Acquaintances	2
Friends	3
Among best friends	4

SECTION I: MEDIA EXPOSURE

Individuals receive information about the world from many sources. We would like to know from what sources *you* get *your* information.

I1. On average, how often do you watch *local* news on television?

(Circle the number)

Daily	1
5-6 days a week	2
3-4 days a week	3
1-2 days a week	4
Less than one day a week	5

12. On average, how often do you watch *world* and *national* news on television?

(Circle the number)

Daily.....1
5-6 days a week.....2
3-4 days a week.....3
1-2 days a week.....4
Less than one day a week.....5

13. On average, how often do you read a newspaper?

(Circle the number)

Daily.....1
5-6 days a week.....2
3-4 days a week.....3
1-2 days a week.....4
Less than one day a week.....5

14. On average, how often do you get your news from the radio?

(Circle the number)

Daily.....1
5-6 days a week.....2
3-4 days a week.....3
1-2 days a week.....4
Less than one day a week.....5

I5. Concerning current events, which *one* of the following do you consider the *main source* of your information?

(Circle the number)

Newspapers.....1
Magazines.....2
Television.....3
Radio.....4
Other *(Please, specify)*.....7

_____

SECTION J: GENERAL INFORMATION

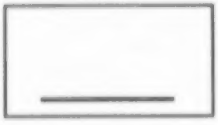
This last section contains just a few questions about your college career and your background. This information is needed for statistical analysis purposes.

J1. In which *department* is your major or intended major? *(Please, write in the space provided)*

_____

J2. As of last term, what is your approximate college grade point average (GPA)?

(Write the number)



J3. What is your academic level?

(Circle the number)

Freshman.....1
Sophomore.....2
Junior.....3
Senior.....4
Other *(Please, specify)*.....7

_____

J4.What is your racial or ethnic background?

(Circle the number)

White.....1
Black or African American.....2
Asian-American.....3
Native American.....4
Pacific Islander.....5
Hispanic.....6
Other *(Please, specify)*.....7

_____

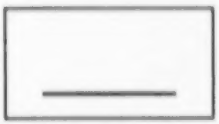
J5. What is your gender?

(Circle the number)

Male.....1
Female.....2

J6. What is your age?

(Write the number)



SECTION K:

That's all the questions we have.

We want to thank you very much for your willingness to complete this questionnaire.

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Appendix C

Occasional Papers on International Educational Exchange

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The Occasional Papers on International Educational Exchange promulgate noteworthy scholarship and serve as a forum for the dissemination of provocative thinking in the field of international educational exchange. The papers address issues of interest to academics and professionals involved with a wide variety of activities on the field.

The Occasional Papers appear in two series:

- The **Research Series** makes available contributions to scholarly research in the field of international education; any competent research methodology—whether historical, analytical, or experimental—may serve as the basis of the research reported.
- The **Forum Series** focuses on contributions to the development of new or existing ideas in the field of international education; papers may be texts of speeches, essays, or descriptions of pro-

jects, and should reflect the ideas or experiences of practitioners in international education.

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CIEE invites researchers and practitioners to submit manuscripts for possible publication as an Occasional Paper on International Educational Exchange in either the Forum or the Research Series. Manuscripts should followthese guidelines:

1. Two copies of a typed, double-spaced manuscript should be submitted. If return of the manuscript is requested, a stamped, self-addressed envelope must be included.
2. The manuscript should include a title page (with the name and address of the author, date of submission, and the number of pages submitted) and an abstract of no more than one page.
3. Manuscript pages should be numbered sequentially (excluding the title page). Numbering should include appendices and bibliography.
4. The length of the manuscript should generally be at least ten typed pages and no more than fifty pages.
5. The paper should be accompanied by appendices and a bibliography, as appropriate.
6. The manuscript should follow the basic style outlined in a recognized style book, such as the *Chicago Manual of Style*, *Modern Language Association Style Sheet*, or *Publication Manual of the American Psychological Association*.
7. The writer should indicate whether the document is available on diskette in a word processor format, giving specifics on the format.

Mail manuscript submissions to: Edward Battle, Chair, CIEE Editorial Board, c/o Publications, Council on International Educational Exchange, 205 East 42nd Street, New York, NY 10017.

Review and Selection Process

Members of CIEE's editorial board consider all submissions and make recommendations to the chair of that board. Ordinarily the author's identity is masked in the review process. Selected manuscripts usually undergo further revision by the author and by the editor. CIEE holds the copyright on published papers.

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1. *Problems in Relations with Foreign Universities* by Stephen A. Freeman (1965)
2. *The Overseas Director* with articles by William H. Allaway and Stephen P. Koff (1965)
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4. *Why Study Abroad?* by Irwin Abrams (1965)
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13. *The Selection of American Undergraduate Students for Participation in Study Programs Overseas* by E. Gwen Gardner (1968)
14. *Research in Educational Exchange Problems—Step One: Defining Our Problem* by John E. Bowman (1968)
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16. *Improving the Educational Quality of Study Abroad Programs* by Allan O. Pfnister (1970)
17. *Toward Improved Franco-American University Exchanges* by Roger D. Masters (1971)
18. *Education and the Japan-America Tie in the Mid 70s* by Marius B. Jansen (1974)
19. *Advisor's Guide to Study Abroad* by Cecelia C. Baumann (1975)

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21. *Evaluating Academic Programs Abroad: The CIEE Project* by Irwin Abrams and Francis H. Heller (1978)

22. *Hallmarks of Successful Programs in the Developing World* with articles by William H. Allaway, Joseph W. Elder, Joe K. Fugate, and Diane K. Snell (1987)

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25. *Hallmarks of Successful International Business Programs with articles* by Jeffrey S. Arpan, Marshall Geer, Paul McCracken, and Jerry Wind (1988)

26. *The Contribution of International Educational Exchange to the International Education of Americans: Projections for the Year 2000* by Barbara B. Burn (1990)

27. *The Travel Journal: An Assessment Tool for Overseas Study* by Nancy Taylor (1991)

28. *Study Abroad: The Experience of American Undergraduates in Western Europe and the United States* by Jerry S. Carlson, Barbara B. Burn, John Useem, and David Yachimowicz; edited by Elinor G. Barber and Barbara B. Burn (1991)

29. *Mobilizing Faculty for International Education: The Mini-Exchange* by JoAnn S. McCarthy (1992)

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